

Doherty, M.F.
1947

Service Paper

Inter-group goodwill through the films.

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INTER-GROUP GOODWILL THROUGH THE FILMS

Submitted by

Mildred Frances Doherty

(B. S. in Ed., Boston University, 1942)

In partial fulfillment of requirements for
the degree of Master of Education

1947

First Reader: John J. Mahoney, Professor of Education

Second Reader: Abraham Krasker, Assistant Professor of Education

Gift of M.F. Doherty
School of Education
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CHAPTER I

INTRODUCTION

The motion picture is a potent agent come of age since the last war and its effectiveness in the field of inter-group relations is almost unlimited. It can jump over barriers of distance, of time, and of differences in language so easily. Through the manipulation of scenes and of sounds it can be used to arouse almost any emotion, desirable or undesirable, of loyalty or of hatred, of courage or of fear. Such an instrument can create or destroy inter-group understanding. ^{1/}

In New York eight hundred people are regularly attending weekly film forums on the "Rising Peoples." Nationals who have previewed the films presented discuss the merits and defects of the films in portraying their peoples. Study guides to accompany the films are being prepared by a distinguished committee of educational film experts. Out of this experience it is planned to develop a ready-made forum program to be placed at the disposal of hundreds of community groups.

New motion picture films are being produced at the rate of more than one a week, designed to make countries and their peoples more vivid and real to us. Our government Office of Inter-American

^{1/} John E. Dugan, "The Film and International Understanding." The Educational Screen. Vol. XXI, No. 10, Dec. 1942. p. 391.

CHAPTER I
INTRODUCTION

The motion picture is a potent agent of age since the last war and its effectiveness in the field of inter-group relations is almost unlimited. It can jump over barriers of language, time, and of differences in language so easily. Through the exhibition of scenes and of sounds it can be used to arouse almost any emotion, desirable or undesirable, of loyalty or of hatred, of courage or of fear. Such an instrument can create or destroy inter-group understanding.

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New motion picture films are being produced at the rate of more than one a week, destined to make countries and their peoples more vivid and real to us. Our government's office of Inter-American

Affairs spends much time and effort in promoting friendliness and understanding between the nations of the Americas.

Selecting suitable films probably is never easy. The available guides are helpful, but pre-screening is the only safe basis for selection. A biased point of view may not appear in the description of the film, but might be quite evident in the preview.

During the war years we saw the distribution of films of an intercultural nature, produced by groups who saw the urgent need for unity among all groups of people. Films on inter-racial and inter-faith problems have had a wide distribution. The Information Offices of the United States distributed films designed to teach all people the basic sameness of their desires and their problems, in their identity of interests. Several of the major film producing companies have made and distributed films dealing with minority problems in general.

Originally used as an entertainment vehicle, in more recent years, the film has been used to teach, to communicate ideas, to persuade, and to inform.

"The American motion picture is one of our most effective media in informing and entertaining our citizens."..... President ^{1/} Roosevelt.

^{1/} Quoted in Movies at War. New York, War Activities Committee, Motion Picture Industry. 1942, p. 29.

"I bring back to you this clear and significant fact: that there exists in the world today a gigantic reservoir of good will toward you, the American people..... Our motion pictures have played an important role in building up this reservoir of friendliness. They are shown all over the world. People of every country can see with their own eyes what we look like, can hear our voices." ^{1/} Wendell Willkie.

"The use of motion pictures is considered highly important for morale purposes in this theater of operations, and a definite aid in cementing Anglo-Allied-American unity.".... Lt. General Andrews, ranking American officer in Egypt. ^{2/}

The motion picture offers the individual a means of both relaxation and stimulation, of seeing the unfamiliar and identifying himself with it, and of extending the horizon of his own experiences to include those of other people, other groups, and other points of view. Because the medium is familiar to all age groups, a film is acceptable to an audience from the outset.

The power of the motion picture in developing intergroup solidarity has been recognized by film producers and educators all over the country. A large part of this better understanding is coming through the use of films in schools, organizations,

^{1/} Quoted in Movies at War. New York, War Activities Committee, Motion Picture Industry. 1942, p. 29.

^{2/} Ibid., p. 10.

clubs and homes.

There has been a rapid development in this type of film. The recognition of the importance of portraying the common elements of humanity and human experiences is one of the most forceful elements for bringing about mutual understanding.

THE PROBLEM: to preview and evaluate available films on inter-group goodwill.

THE NEED FOR THE STUDY: Prejudice is taking a particularly vicious form in the world today as noted by the Nazi's goal "the master race", English settlers against every succeeding wave of immigrants, the earlier group of immigrants against the new immigrants, the prejudices based on race, religion and nationality. These reactions result in discrimination against large sections of our population.^{1/}

Unlike the Nazis, many of us are striving to diminish these strong prejudices. Because of our democratic ideal, the emphasis is on equal opportunity for all. We know that this ideal has been only partially attained in the United States. We know that fundamental rights are daily denied to Americans by other Americans. To date Negroes do not have an equal opportunity to make a decent living. Minority groups are still victims of false generalizations. There are few groups of

^{1/} Hortense Powdermaker, Probing Our Prejudices. Harper & Brothers, New York, 1944. p. 6.

people who have escaped prejudice.

When America was first discovered the earliest prejudice was against the Indians. Declaring the Indians did not belong to the human race because they were not Christians and had no souls, the Spaniards treated the Indians cruelly.

The English settlers were prejudiced against the Germans, the Irish, and the French; the Protestants against the Catholics, and even the descendants of the northern Europeans were prejudiced against the new immigrants from southern Europe.

Public opinion polls show that 85 per cent of the American population is ready to scapegoat some group or other (at least they accuse them of not making a fair share of their contribution to the war effort). Labor and the Jews are commonly blamed, and this, we know, is precisely the Nazi pattern of attack. We have always had bigots in our midst and probably shall always have them. At least 40 per cent express prejudice against the Negroes. The numbers that are anti-Catholic, anti-Russian, anti-labor, anti-Protestant vary, but in all cases the proportion is fairly ^{1/} high.

During the war our citizens of Japanese, German and Italian origin were objects of suspicion. Even before the war any group which appeared sufficiently different from the rest

^{1/} Gordon W. Allport, "The Bigot in Our Midst", The Commonweal, October 6, 1944.

was likely to be shunned or ridiculed.

Religious antagonisms prevail especially as to the Jew and the Roman Catholic. Probably the most pronounced and determined instance of antagonism and discrimination is the racial problem.

If all the world lived by the Golden Rule, religious tolerance, the goal of the National Conference of Christians and Jews, would be a natural consequence. Since 1928, when American Protestants, Catholics and Jews, concerned by the rising tide of bigotry and hatred, united to form the National Conference, men of good will have strived toward their goal, "unity without uniformity" to believers in all creeds and members of all races.

It is hoped that through inter-group films we advance toward learning to respect minority points of view, the rights of others, fair play, justice and tolerance.

CHAPTER II

PROCEDURE

Agencies Written To:

Anti-Defamation League: 68 Devonshire Street, Boston, Mass.

Army Base, Boston 10, Mass.

Brandon Films, Inc.: 1600 Broadway, New York 23, N. Y.

British Consulate-General: 10 Post Office Square, Boston 9,
Mass.

Bureau for Intercultural Education: 1697 Broadway, New York
19, N. Y.

Cincinnati Public Schools, Cincinnati, Ohio.

East and West Association: 40 East 49th Street, New York 17,
N. Y.

Federal Security Agency: U. S. Office of Education, Washington
25, D. C.

Horizon Films, Inc.: 232 West 14th Street, New York 11, N. Y.

Massachusetts Committee, Catholics, Protestants and Jews: Box
351, Boston, Mass.

Motion Picture Project of the American Council on Education:
744 Jackson Place, Washington,
D. C.

National Conference of Christians and Jews: 73 Tremont Street,
Boston 8, Mass.

National Education Association of the United States: 1201
16th Street., N. W. Washington
6, D. C.

Springfield Public Schools, Miss Alice L. Halligan, Acting
Director, Springfield, Mass.

Film Catalogues Reviewed:

Bell and Howell Filmosound Library: 30 Rockefeller Plaza,
New York 20, N. Y.

Boston University, Visual Education Service: 84 Exeter Street,
Boston, Mass.

Castle Films: 30 Rockefeller Plaza, New York 20, N. Y.

Division of University Extension Visual Aids for Teaching:
Newbury & Exeter Streets,
Boston, Mass.

Educational Film Guide - The H. W. Wilson Company, New York,
1946.

Film & Radio Discussion Guide - Educational & Recreational
Guides, Inc., Newark, N. J.

Films for Jewish Programs: 145 East 32nd Street, New York
16, N. Y.

Films from Britain: 10 Post Office Square, Boston 9, Mass.

Films Incorporated: 330 West 42nd Street, New York.

Movies at War: War Activities Committee, 1501 Broadway,
New York, N. Y.

New York University, Film Library: Washington Square, New
York 3, N. Y.

The Other Americas: American Council on Education, Wash-
ington, D. C.

United States Government Films for School and Industry: 30
Rockefeller Plaza, New York.

Visual Education Service: 116 Newbury Street, Boston, Mass.

Personal Interviews:

American Jewish Congress: 294 Washington Street, Boston,
Mass.

Anti-Defamation: 68 Devonshire Street, Boston, Mass.

Dr. Abraham Krasker, Boston University, Boston, Mass.

Dr. Meyer S. Baer, Rabbi, Woburn Synagogue, Woburn, Mass.

Jewish Welfare Board: Room 403, Park Square Building,
Boston, Mass.

Mr. Charles Feltier: School of Education, Boston University,
84 Exeter Street, Boston, Mass.

Mr. Ernest A. Lucci, Manager, South Station Theater, Boston,
Mass.

Mrs. David Shapiro, Wholesome Film Service, 20 Melrose
Street, Boston, Mass.

National Council of Jewish Women: 24 Province Street,
Boston, Mass.

Visual Education Service: 116 Newbury Street, Boston,
Mass.

1. The first part of the report, which is the most important, is the one that deals with the general situation of the country. It is a very interesting and useful part of the report, and it is one that should be read by everyone who is interested in the country.

2. The second part of the report is the one that deals with the specific details of the country. It is a very detailed and useful part of the report, and it is one that should be read by everyone who is interested in the country.

3. The third part of the report is the one that deals with the future of the country. It is a very interesting and useful part of the report, and it is one that should be read by everyone who is interested in the country.

4. The fourth part of the report is the one that deals with the conclusion of the report. It is a very interesting and useful part of the report, and it is one that should be read by everyone who is interested in the country.

REPORT ON THE
GENERAL SITUATION OF THE COUNTRY

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REPORT ON THE
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CHAPTER III

EVALUATION OF FILMS

AMERICAN CREED

Produced by the American Brotherhood of Christians and Jews.
Previewed at Boston University

soundfilm 3 minutes Free

SYNOPSIS

This film was made for Brotherhood Week, 1946.

Nine Hollywood stars advocate inter-group goodwill. Van Johnson, Shirley Temple, Eddie Cantor, Walter Pidgeon, Jennifer Jones, Kathryn Hepburn, Ingrid Bergman, Edward G. Robinson and Jimmy Stewart urge all to join the brotherhood.

UTILIZATION

An excellent short for Junior High through Adult levels.

This is a very short film but could be used to open a film program of any type.

These popular actors and actresses should interest and influence especially the Junior and Senior High students.

AMERICANS ALL

Available from the Office of Inter-American Affairs
 Previewed at Boston University.

soundfilm

20 minutes

\$5.00 for 3 days

SYNOPSIS

This film includes the work being accomplished by the Springfield Plan, the National Conference of Christians and Jews and the Southern Regional Conference. These groups are making some headway as far as checking false generalizations and comparison of the worst of one group with the best of another. They also aim toward equal pay for equal work regardless of color, and decent jobs to be made available to all.

Cardinal O'Connell, Mayor LaGuardia and Governor Saltonstall speak urging all to work toward equality for all.

UTILIZATION

A good film for Senior High through Adult levels.

This picture enables one to see the progress toward equality since the Springfield Plan was installed in the Springfield community, and the beneficial results of the National Conference of Christians and Jews.

ARMY CHAPLAIN

Available from National Conference of Christians and Jews
 Previewed at the Wholesome Film Service

soundfilm

20 minutes

no rental fee

SYNOPSIS

The film starts with an opening prayer: The Lord is my Shepherd.... The scene shifts to Bataan, the valley of death to many a fighting shepherd, watching, waiting and listening in this great struggle.

The chaplain, who is the quartermaster of the men's spirits, renders solace and comfort to all regardless of creed. This particular chaplain is a Protestant, as noted by the insignia on the collar of his uniform.

In Bataan there are no atheists: none were at Valley Forge and Gettysburg. These chaplains minister to the wounded right up at the front lines.

The enrollment at the Chaplain School, Harvard University, includes Protestants, Catholics and Jews who attend an intensive four weeks course to prepare for service duties. These men do not fight but serve God and their men, all men. Their rigorous training includes chemical warfare through live gas.

Protestants meet in common worship; so, too, the Jews; Catholics

each have an altar for daily mass.

After graduation each chaplain is assigned post duties. These spiritual leaders must kindle and keep burning the light in their men's souls.

At the induction center the chaplain mingles with his men and tries to keep their spirits up, as these inductees realize that they are not going home to supper.

The chaplain's office is a busy place in which to oversee the spiritual welfare of all men. The chaplain must be close enough to his men to understand and guide them. One military police case is cited: the man in question was dissatisfied because he was on the wrong job, so at the chaplain's suggestion this service man was transferred to his right niche.

The chaplain's duties vary greatly. He arranges wedding services, and, too, breaks up dice games easily by just walking through the area. This job requires an alert mind to judge the morale of the men before the guardhouse is crowded.

The U. S. O. assists the chaplain in planning leisure-time activities.

There is an impressive scene, the bells ringing for the call to church. This is a voluntary service which grew steadily: again the prayer The Lord is my Shepherd....

each have an altar for daily mass.

After graduation each chaplain is assigned post duties. These spiritual leaders must fight and keep burning the light in their men's souls.

At the induction center the chaplain mingles with his men and tries to keep their spirits up, as these inductees realize that they are not going home to supper.

The chaplain's office is a busy place in which to oversee the spiritual welfare of all men. The chaplain must be close enough to his men to understand and guide them. One military police case is cited: the man in question was disoriented because he was on the wrong job, so at the chaplain's suggestion this service man was transferred to his right niche.

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The U. S. G. assists the chaplain in planning leisure-time activities.

There is an intensive scene, the bells ringing for the call to church. This is a voluntary service which grew steadily again the prayer The Lord is my shepherd....

In the Pacific area volunteers are needed to secure a beachhead south of latitude 10. The chaplain is here at the dressing station for casualties, ministering to all creeds.

UTILIZATION

An excellent film for Junior High through Adult levels.

It depicts the training and combat duty of a typical chaplain. Throughout the picture this is a fight for a common cause, the American spirit, the faith of a nation: This is America.

The basic necessities of life were provided by the government. The wage scale was twelve to nineteen dollars monthly. These people were responsible for a sugar beet crop which provided a year's supply of sugar for ten million people.

Their barracks-type living quarters were surrounded by wire fences and their government was by Military Police. This was not a normal way of life as home conditions were practically nil.

After a very minute check of records, some of this group were eligible to leave confinement. Many were fortunate enough to go out into the world where they aided greatly in the war effort.

The Japanese-American combat team, in 1943, fought against militarism. The majority of these people have lived in the United States for years as respected American citizens. They believe in American ideals.

In the Pacific area volunteers are needed to secure a beachhead south of latitude 10. The chaplain is here at the dressing station for casualties, ministering to all needs.

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CHALLENGE TO DEMOCRACY

Available from the Office of War Information: War Relocation Authority.
 Previewed at Boston University.

soundfilm 20 minutes \$.50 service charge

SYNOPSIS

This film tells the story of 110,000 displaced people, the Japanese-Americans, who were evacuated from the Pacific Coast in 1942.

The basic necessities of life were provided by the government. The wage scale was twelve to nineteen dollars monthly. These people were responsible for a sugar beet crop which provided a year's supply of sugar for ten million people.

Their barrack-type living quarters were surrounded by wire fences and their government was by Military Police. This was not a normal setup as home conditions were practically nil.

After a very minute check of records, some of this group were eligible to leave confinement. Many were fortunate enough to go out into the world where they aided greatly in the war effort.

The Japanese-American combat team, in 1943, fought against militarism. The majority of these people have lived in the United States for years as respected American citizens. They believe in American ideals.

Statistics show that the crime rate of the Japanese is extremely low.

This group were the unwanted casualties of the war.

UTILIZATION

A fair film for Senior High through Adult levels.

This picture depicts the exact opposite treatment of these Japanese-Americans by the government, as did the film Japanese Relocation.

One should try to get the true situations and correct the untrue impressions.

UTILIZATION

An excellent film for Junior High through Adult levels.

This picture brings home to all what the greater victory will be when we have completely defeated the Nazi-Fascist ideas, and when our different racial and religious groups can work and live together in harmony.

This film stresses the cooperation among all faiths.

GREATER VICTORY

Produced in cooperation with the National Conference of Christians and Jews.

Previewed at Boston University.

soundfilm

22 minutes

\$3.00 a day

SYNOPSIS

This is the story of two escaped Nazi prisoners of war in America, who try to involve the sister-in-law of one of them in subversive activities. The woman disagrees with their underground activities, calls for help, and the F. B. I. is notified.

The Nazis take refuge in a church, then set fire to it, preferring death to surrender. They finally leave the church thinking a friend has come to their rescue. Instead they are taken into custody by the F. B. I.

Catholic, Protestant and Jewish congregations unite to repair the church.

UTILIZATION

An excellent film for Junior High through Adult levels.

This picture brings home to all that the greater victory will be when we have completely defeated the Nazi-Fascist ideas, and when our different racial and religious groups can work and live together in harmony.

This film stresses the cooperation among all faiths.

It is a dramatic story film, featuring Louis Calhern.

Produced by the Office of War Information.
 Screenplay by [illegible]
 Directed by [illegible]

Runtime: 15 minutes Rental charge: \$1.00

SUMMARY

This is a story of a Negro farmer and his family, what they did individually and collectively toward winning the war. This hard working American family planted fifteen acres of land, the main crop being peanuts, as they realized the scarcity of vegetable oils in the United States.

The movie shifts to a review of marching soldiers and soldiers of production on the home front.

One Saturday afternoon the family drive out to an airfield to visit the oldest son who is serving with the 99th Pursuit Squadron of the Army Air Service. The son takes them on an inspection tour of the airfield and introduces his family to his pilot friends. The son is then called to make a flight. The family is very proud of this pilot.

In parts of this picture the narrator is hard to understand.

UTILIZATION

A good film for Intermediate through College levels.

This picture points out that the Negroes, like all other Americans,
aided in the war effort. HENRY BROWNE, FARMER It stresses democracy.

Produced by the Office of War Information.
Previewed at Boston University.

soundfilm 10 minutes \$.50 service charge

SYNOPSIS

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In parts of this picture the narrator is hard to understand.

UTILIZATION

A good film for Intermediate through College levels.

This picture points out that the Negroes, like all other Americans, aided in the war effort at home and abroad. It stresses democracy, a better world for all. It should provide excellent motivation for further study concerning the race problem in America.

SYNOPSIS

Frank Sinatra has the lead. He is at rehearsal and during intermission goes outside where a gang of young boys are robbing a Jewish lad. Frank stops the fight and talks to the children concerning the American way of life. The boys are interested and tell of some of their experiences. One boy tells of his father being wounded in World War II. The Jewish lad's father is not in service but he does his home front duty by regularly going to the blood bank. This is an opening for Sinatra who explains that this Jewish blood is saving a life at the front, maybe that of an Irishman.

Gail Patrick and Meyer Levin are depicted in bombing episodes.

Frank Sinatra sings two very appropriate songs to the boys:

"That is America to Me" and "America the Beautiful."

As the film draws to a close, one of the gang picks up the Jewish lad's books, hands them to him, and another member is added to the group.

THE HOUSE I LIVE IN

Available from the National Conference of Christians and Jews
 Previewed at Boston University.

soundfilm 8 minutes no rental fee

SYNOPSIS

Frank Sinatra has the lead. He is at rehearsal and during intermission goes outside where a gang of young boys are mobbing a Jewish lad. Frank stops the fight and talks to the children concerning the American way of life. The boys are interested and tell of some of their experiences. One boy tells of his father having been wounded in World War II. The Jewish lad's father is not in service but he does his home front duty by regularly going to the blood bank. This is an opening for Sinatra who explains that this Jewish blood is saving a life at the front, maybe that of an Irishman.

Colin Kelley and Meyer Levin are depicted in bombing episodes.

Frank Sinatra sings two very appropriate songs to the boys:

"What is America to Me?" and "America the Beautiful."

As the film draws to a close, one of the gang picks up the Jewish lad's books, hands them to him, and another member is added to the group.

UTILIZATION

An excellent film, recommended for Intermediate through Adult levels.

This motion picture meets an urgent need, that of lessening mob scenes by depicting the unfairness of the participants. It should make boys think twice before abusing anyone, and should promote better relations between young boys, regardless of race.

I AM AN AMERICAN

Produced by Warner Brothers Pictures, Inc.
Previewed at South Station Theater, Boston, Mass.

soundfilm

20 minutes

35 mm.

SYNOPSIS

This film shows the arrival in America of such foreigners as the Vikings and Pilgrims. These people dared the dangers of the open seas in their search for freedom.

Here is a story of two Polish peasants, a boy and girl, who became Ohio farmers, naturalized citizens. From the Civil War through World War II these immigrants defended our country, and many gave their lives. They came here empty-handed but are always repaying in countless ways to show their appreciation for being allowed this freedom. They worked hard to get an education as being free means everything to them.

Included in this picture is a biography of some famous Americans: George Washington, Marquis de Lafayette, Casimir Pulaski, Andrew Carnegie, Alexander Graham Bell, Josiah Holland, Knute Rockne, Samuel Gompers, Joseph Pulitzer, Charles Steinmetz, Arturo Toscanini and Edward Bok.

The 1944 I Am An American Day observance is cited. In the closing scene Dennis Morgan makes a rousing, stirring speech: "Millions

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of little people fight all wars, our sons and daughters. There are names you cannot pronounce on the casualty list. Nobody out there asks if these boys have been in the United States for two or twenty years."

UTILIZATION

An excellent film for Intermediate through Adult levels.

Dennis Morgan's speech is one of the highlights of the film. Many nationalities are praised for their contributions to America.

This is a study of the many opportunities in America. As yet this film is not available in 16 mm.

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 are names you cannot pronounce on the casualty list. Nobody
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 Daniel Morgan's speech is one of the highlights of the film. Many
 nationalities are praised for their contributions to America.
 This is a study of the many opportunities in America. As yet this
 film is not available in its entirety.

JAPANESE RELOCATION

Available from War Activities Committee, United States Government.
Previewed at Boston University.

soundfilm 10 minutes \$.50 service charge

SYNOPSIS

During World War II the west coast was a potential combat zone. Most of the Japanese-Americans here were loyal, but some were considered dangerous, so all were moved inward.

These people were living in strategic positions, within a stone's throw of shipyards, oilwells and aircraft factories. All were required to register. Race tracks were taken over by the government and accommodations for 17,000 were made available at each track. Most of these people were American citizens. They worked on these two projects; irrigation of fertile desert lands and cultivation of fields of sugar beets.

UTILIZATION

A fair film for Senior High through Adult levels.

This picture claims real consideration was given to these Japanese-Americans, while Challenge to Democracy, another evacuation film, shows that just basic necessities of life were provided by the government.

After previewing both films one wonders which of the two is more

EXHIBIT

Available from War Activities Committee, United States Government,
Reviewed at Boston University.

10 minutes 10 minutes \$1.50 service charge

SYNOPSIS

During World War II the west coast was a potential combat zone.
Most of the Japanese-Americans here were loyal, but some were con-
sidered dangerous, so all were moved inland.

These people were living in strategic positions, within a stone's
throw of airports, oil wells and aircraft factories. All were re-
quired to register. Their trucks were taken over by the government
and accommodations for 15,000 were made available at each track.

Most of these people were American citizens. They worked on these
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This picture claims real consideration was given to these
Japanese-Americans, while Challenge to Democracy, another even-
ing film, shows that basic necessities of life were pro-
vided by the government.

After previewing both films one wonders which of the two is more

authentic.

JERUSALEM THE HOLY CITY

Produced by Warner Brothers Pictures, Inc.
 Screened at Boston University.

soundfilm

10 minutes

\$1.00 a day

SYNOPSIS

This film is a guided journey to Palestine. There are scenes in and about the Jerusalem of today. There are street scenes in Palestine and natives herding sheep and goats on the hillside outside the city.

Later pilgrimages and groups going to church indicate the various forms of worship existing in the present-day Jerusalem. We see monks walking in procession to the River Jordan, British Tommies marching to church, and Arab spectators. There are groups of Mohammedans; a Greek Catholic procession where the Greek priest is scattering white roses over the heads of the crowd; a Roman Catholic procession, the Spanish Catholic Way of the Cross; and Jews at the Walling Wall.

A commentator provides historical information.

UTILIZATION

A fair film for Junior High through Adult levels.

It depicts the various forms of worship existing in Jerusalem.

authentic.

and would be useful in religious education classes.

JERUSALEM THE HOLY CITY

Produced by Warner Brothers Pictures, Inc.
 Previewed at Boston University.

soundfilm

10 minutes

\$1.50 a day

SYNOPSIS

This film is a musical journey to Palestine. Here are scenes in and about the Jerusalem of today. There are street scenes in Palestine and natives herding sheep and goats on the hillsides outside the city.

Easter processions and groups going to church indicate the various forms of worship existing in the present-day Jerusalem. We see monks walking in procession to the River Jordan, British Tommies marching to church, and Arab spectators. There are groups of Mohammedans; a Greek Catholic procession where the Greek priest is scattering white roses over the heads of the crowd; a Roman Catholic procession, the Roman Catholic Way of the Cross; and Jews at the Wailing Wall.

A commentator provides historical information.

UTILIZATION

A fair film for Junior High through Adult levels.

It depicts the various forms of worship existing in Jerusalem

JERUSALEM THE HOLY CITY

Produced by Warner Brothers Pictures, Inc.
Reviewed at Boston University.

Soundfilm 10 minutes \$1.50 a day

SYNOPSIS

This film is a musical journey to Palestine. Here are scenes in and about the Jerusalem of today. There are street scenes in Palestine and natives herding sheep and goats on the hillsides outside the city.

Easter processions and groups going to church indicate the various forms of worship existing in the present-day Jerusalem. We see monks walking in procession to the River Jordan. British Tourists marching to church, and Arab spectators. There are groups of mountaineers; a Greek Catholic procession where the Greek priest is reciting white roses over the heads of the crowd; a Roman Catholic procession, the Roman Catholic way of the Cross; and Jews at the Walling Hill.

A commentator provides historical information.

REMARKS

A fair film for Junior High through Adult levels.

It depicts the various forms of worship existing in Jerusalem

and would be useful in religious education classes.

LAND OF LIBERTY

Sponsored by the Motion Picture Exhibitors and Distributors of America, Inc.
 Presented at Boston University.

Reel 115 135 minutes \$8.00 a day

SYNOPSIS

This film covers more than a century and a half of American history portraying men and women who struggled to attain and defend American liberties. Part I includes history to 1800.

Biographies of the following are depicted: Benjamin Franklin, George Washington, Alexander Hamilton, Daniel Boone, James Monroe, Andrew Jackson, William Jennings Bryan, Theodore Roosevelt, President William McKinley, Admiral George Dewey, President Woodrow Wilson, President Franklin D. Roosevelt and Chief Justice Charles Evans Hughes.

There is a very impressive ending, the Statue of Liberty, Lincoln Memorial, Washington Monument and other historic landmarks being flashed on the screen while martial music is being rendered.

REMARKS

An excellent film for high school and college.

This is a long picture so it might be advisable to show Part I at one sitting and Part II at a later date.

and would be useful in religious education classes.

LAND OF LIBERTY

Sponsored by the Motion Picture Producers and Distributors of America, Inc.

Previewed at Boston University.

soundfilm

138 minutes

\$8.00 a day

SYNOPSIS

This film covers more than a century and a half of American history portraying men and women who struggled to attain and defend American liberties. Part I includes history to 1805.

Biographies of the following are depicted: Benjamin Franklin, George Washington, Alexander Hamilton, Daniel Boone, James Monroe, Andrew Jackson, William Jennings Bryan, Theodore Roosevelt, President William McKinley, Admiral George Dewey, President Woodrow Wilson, President Franklin D. Roosevelt and Chief Justice Charles Evans Hughes.

There is a very impressive ending, the Statue of Liberty, Lincoln Memorial, Washington Monument and other historic landmarks being flashed on the screen while martial music is being rendered.

UTILIZATION

An excellent film for Junior High through Adult levels.

This is a long picture so it might be advisable to show Part I at one sitting and Part II at a later date.

An American History class would benefit by this showing.

It should also be valuable in the promotion of inter-group goodwill as the theme in the Declaration of Independence is the keynote throughout the film.

SYNOPSIS

This film depicts the role of the American Negro in World War II, and also his part in the development of the United States.

A colored preacher departs from his Sunday sermon to speak on the contributions of his parishioners who are in the service of their country. Joe Louis and Max Baer are shown entertaining at various camps. Louis is also pictured leading his men in physical and training. A woman in the congregation sings and tells of her boy going to Officers' Candidate School and asking God. There are scenes showing the Negro and white boys getting their education. Much credit is also given to the Negro race.

The following colored men and women receive recognition for their contributions to America: Booker T. Washington, George Washington Carver, Marian Anderson, many judges, explorers, surgeons, scientists, writers and athletes. Early pioneers are shown working together to unify America.

There is excellent choir music throughout this film. The preacher closes his sermon with a prayer of thanks. The picture ends with the community singing of Howard Christopher Williams, Jarielo and

THE NEGRO SOLDIER

Produced by the War Department, Office of War Information.
 Previewed at Boston University.

soundfilm 35 minutes \$2.00 a day

SYNOPSIS

This film depicts the role of the American Negro in World War II, and also his part in the development of the United States.

A colored preacher departs from his Sunday sermon to expand on the contributions of his parishioners who are in the service of their country. Joe Louis and Max Baer are shown entertaining at various camps. Louis is also pictured leading his men in commando camp training. A woman in the congregation rises and tells of her boy going to Officers' Candidate School and making good. There are scenes showing the Negro and white boys getting their commissions. Much credit is also given to the Negro Wacs.

The following colored men and women receive recognition for their contributions to America: Booker T. Washington, George Washington Carver, Marian Anderson, many judges, explorers, surgeons, educators, sculptors and athletes. Early pioneers are shown working together to unify America.

There is excellent choir music throughout this film. The preacher closes his sermon with a prayer of thanks. The picture ends with the community singing of Onward Christian Soldiers, Jericho and

America.

OF THESE OUR PEOPLE

UTILIZATION

An excellent film for Junior High through Adult levels.

The Negro is shown playing a vital part in our country. He gets his well deserved credit for many fine contributions.

This is a documentary record presenting a survey of some of the outstanding contributions made by the Jews in America from the time of New Amsterdam in 1654 down to the present day.

Some of the outstanding individuals listed are Max Weber, Albert Einstein, Charles Steinmetz, Dr. Hela Schick, George Gershwin, Eddie Cantor, Hank Greenberg, Samuel Gompers, Marc Chagall, Leonard Bernstein, Howard Fast, Elsie Elias, Abraham Turo, Herta and Paul Amirson, Mayer Levin, and Julius Leffkowitz.

The popular expression "All Jews are rich" is disproved, in that two-thirds of this race are factory workers, tailors, office workers and many are working in heavy industry. 100,000 till the earth today in the northwest and midwest.

Another false statement is refuted, that of the Jews having the least number of men in the armed forces. The Jewish war record equals that of any other race as shown by the number of drafted and enlisted men, by the number of casualties and the many who gave their lives in World War II.

OF THESE OUR PEOPLE

Produced by the Jewish Agricultural Society.

Previewed at Boston University.

soundfilm 30 minutes \$6.00 rental

SYNOPSIS

This is a documentary record presenting a survey of some of the outstanding contributions made by the Jews in America from the time of New Amsterdam in 1654 down to the present day.

Some of the outstanding individuals listed are Max Weber, Albert Einstein, Charles Steinmetz, Dr. Bela Schick, George Gershwin, Eddie Cantor, Hank Greenberg, Samuel Gompers, Marc Chagall, Leonard Bernstein, Howard Fast, Mischa Elman, Abraham Touro, Haym Salomon, Meyer Levin, and Julius Leftkowitz.

The popular expression "All Jews are rich" is disproved, in that two-thirds of this race are factory workers, tailors, office workers and many are working in heavy industry. 100,000 till the earth today in the northeast and midwest.

Another false statement is refuted, that of the Jews having the least number of men in the armed forces. The Jewish war record equals that of any other race as shown by the number of drafted and enlisted men, by the number of casualties and the many who gave their lives in World War II.

UTILIZATION

An excellent film for Senior High through Adult levels.

This is a forceful account of outstanding Jewish people. It should help ease the tension which exists today concerning the Jewish race. Today the Jew is an essential part of the American people.

The film was a dramatization based on the story by Mary Salgan. It follows revealing the spirit of Lincoln and his attitude toward the South. Charles "Chief" Dale plays the lead.

The film opens with the recitation of the Gettysburg Address. A workman is repairing the lettering on the monument bearing this address. He does not trouble to read the speech as he is just doing a part of his day's work. A Civil War veteran stops by and recalls hearing this speech.

We then see Abraham Lincoln on a railroad coach bringing him to Gettysburg for the dedication of the battlefield there. His cabinet tries to convince him that he is too sympathetic to all and is pardoning the enemy boys. Lincoln picks up a scrap of paper from the floor of the train and writes his historic speech.

At the dedication, Edward Everett is the first speaker. He receives a tremendous ovation. Then the President delivers his address. There is no applause. Lincoln thinks his speech is a complete failure.

later while out for a stroll, still disappointed at the reception
his address received. THE PERFECT TRIBUTE boy who is hurrying

Produced by Metro-Goldwyn-Mayer

Previewed at Boston University Lincoln offers to serve. The patient

soundfilm about memorizing 30 minutes \$6.00 a day

him that the silence following the speech was the perfect tribute
SYNOPSIS

We here see a dramatization based on the story by Mary Shipman
Andrews revealing the spirit of Lincoln and his attitude toward
the South. Charles "Chic" Sale plays the lead.

The film opens with the recitation of the Gettysburg Address. A
workman is repairing the lettering on the monument bearing this
address. He does not trouble to read the speech as he is just
doing a part of his day's work. A Civil War veteran stops by
and recalls hearing this speech.

We then see Abraham Lincoln on a railroad coach bringing him to
Gettysburg for the dedication of the battlefield there. His
cabinet tries to convince him that he is too sympathetic to all
and is pardoning too many boys. Lincoln picks up a scrap of
paper from the floor of the train and writes his historic speech.

At the dedication, Edward Everett is the first speaker. He re-
ceives a tremendous ovation. Then the President delivers his
address. There is no applause. Lincoln thinks his speech is a
complete failure.

Later while out for a stroll, still disappointed at the reception his address received, Lincoln meets a young boy who is hurrying to get a lawyer for his brother, a wounded confederate soldier, lying in a nearby hospital. Lincoln offers to serve. The patient tells Abe about memorizing the President's address. He also tells him that the silence following the speech was the perfect tribute to Lincoln.

The soldier, because of bandages over his eyes, cannot see his visitor. The patient starts to recite the address and Lincoln joins in. The President then receives a message from the White House. Both boys are stunned when they realize that their most humble visitor is the President.

UTILIZATION

An excellent film for Junior High through Adult levels.

This presentation is very vivid and effective.

It should tend to make people realize more, if possible, the greatness of this man, and the contents of the famous Gettysburg Address.

RELIGION AND THE PEOPLE

A British Films production.
 Previewed at Boston University.

soundfilm

20 minutes

\$.50 a day

SYNOPSIS

This is an account of the many practical activities of the churches in Britain.

Various denominations are pictured. There is the Mission of Seamen open to all creeds. The center of the Mission is the church. It is forty years old and looks after the cultural and physical welfare of the very young and the aged. The Asiatic section is an annex of the Mission.

There are many homes for aged men and women sponsored by the church. The Hall of Youth, another church project, is run mostly by the youngsters. A Settlement House is the heart of this organization.

We view many beautiful church properties, the Convent of Mercy and a Synagogue service which includes the Five Books of Moses service, ending with a prayer for the King and Queen and the Royal Family.

The church upholds worship and service of God and the welfare of all His children, a fair deal, kindly consideration, unity,

liberty and love.

DATE OF LIBERTY

UTILIZATION

A good film for Senior High through Adult levels.

This picture reveals how the churches of Britain combine spiritual and material aid.

It stresses the freedom which all faiths should enjoy and profit by in a democracy.

Help the cause of the patriots. Shortly afterward he is captured and imprisoned by the British Redoubts. As he knows only one language, Solomon has an opportunity to spy for General Washington. Later he escapes from prison and goes to Philadelphia.

While attending services at the synagogue Solomon receives a message from General Washington who begs him to raise money for the cause. Many of the Jews at the service pledge thousands of dollars. Mr. Solomon finally raises \$400,000, a large amount of this total being donated by himself.

The part of Hays Solomon is played by Claude Rains. This is in Technicolor.

UTILIZATION

An excellent film for Junior High through Adult levels.

It is the story of an outstanding Jew, Hays Solomon, whose contributions to America should be appreciated by all.

SONS OF LIBERTY

Produced by Warner Brothers Pictures, Inc.
 Previewed at Boston University.

soundfilm

20 minutes

\$6.00 a day

SYNOPSIS

The American Revolution has begun and at a meeting of the "Sons of Liberty" Haym Salomon appears. He joins the organization to help the cause of the patriots. Shortly afterward he is captured and imprisoned by the British Redcoats. As he knows many languages, Salomon has an opportunity to spy for General Washington. Later he escapes from prison and goes to Philadelphia.

While attending services at the synagogue Salomon receives a message from General Washington who implores him to raise money for the cause. Many of the Jews at the service pledge thousands of dollars. Mr. Salomon finally raises \$400,000, a large amount of this total being donated by himself.

The part of Haym Salomon is played by Claude Rains. This is in technicolor.

UTILIZATION

An excellent film for Junior High through Adult levels.

It is the story of an outstanding Jew, Haym Salomon, whose contributions to America should be appreciated by all.

THE STORY OF DOCTOR CARVER

A Metro-Goldwyn-Mayer production.
Previewed at Boston University.

soundfilm

10 minutes

\$1.50 rental

SYNOPSIS

This is a story of a negro slave-boy who received an education and became a great scientist. He was born in the age of night raiders and slave stealers, when slaves were sold to the highest bidders. He was bought by a man named Carver, who traded his horse for this sickly boy. Because of the little slave's interest in studying, Carver educated him and gave him his own name. This boy finally graduated from Iowa State College where he majored in agriculture.

The film shows many sections of the southern cotton crops thinned after thirty years of just planting cotton. Booker T. Washington pinned his hopes on Carver who began experimenting with rotation of peanut and cotton crops. He realized that peanut plants are high in nutritive value and are a good soil fertilizer, so he alternated crops. This project was looked on as a joke by plantation owners.

To prove his point Carver took over nineteen of the worst acres in Alabama, planted rotating crops and succeeded. This heightened the outlook for Southern farming.

Doctor Carver spent many hours of experimenting in his laboratory trying to find new uses for peanuts. There was an old mistaken idea that peanuts were just good for hog feed. Carver found that from peanuts he could derive many by-products, such as soap, paper, milk, wallboard, face cream, ice cream and cones, silver polish, axle grease, meat sauce and quinine. These by-products finally mounted to 140 items and a sixty million dollar industry was born.

This great scientist received congratulatory letters from all over the world and many offers to serve in large industries, but he preferred to work on in his laboratory.

UTILIZATION

An excellent film for Senior High through Adult levels.

This is another story of a poor boy reaching his goal in the United States.

Doctor Carver is one of the many Negroes who has contributed greatly to our country.

This picture should help toward promoting better race relations in America.

Doctor Carver spent many hours of experimenting in his laboratory trying to find new uses for peanuts. There was an old Italian idea that peanuts were just good for dog food. Carver found that from peanuts he could derive many by-products, such as soap, paper, milk, wallpaper, paint, ink, ice cream and confectionery, silver, glass, etc. These by-products finally amounted to 140 items and a six-million dollar industry was born. This great scientist received honorary degrees from all over the world and many offers to serve in large industries, but he preferred to work on in his laboratory.

EXPLANATION

An excellent film for Senior High through Adult levels. This is another story of a poor boy reaching his goal in the United States. Doctor Carver is one of the many Negroes who has contributed greatly to our country. This picture should help toward promoting better race relations in America.

SWORD OF THE SPIRIT

Produced by British Information Services
 Previewed at Boston University.

soundfilm 20 minutes \$.50 a day

SYNOPSIS

This is an album of the heroic acts of the Catholics in World War II. Most of the film deals with the part the priest plays by comforting and cheering the aged in an air-raid shelter; amusing the children by entering into their games; and ministering to the sick and wounded outside during the raids, risking all kinds of danger to administer the last rites of the church.

The late Cardinal Hinsley, founder of the movement of the Sword of the Spirit, gives a stirring sermon: "Christ alone can save the world from destruction."

Many church services, with excellent organ selections, are pictured.

UTILIZATION

A fair picture for Senior High through Adult levels.

The work of the priest and Cardinal Hinsley's sermon are pictured well, but the Catholic services are not. The latter are not depicted at any length.

In this film we find British Catholicism fighting Nazism.

END OF THE FILM

Produced by British Information Services
Reviewed at Boston University.

30 minutes 1.30 a day

REMARKS

This is an album of the heroic acts of the Catholics in World War II. Most of the film deals with the priest's life of courage, fortitude and devotion; the need in an air-raid shelter; nursing the children of Catholics into their homes; and ministering to the sick and wounded outside during the raids, risking all kinds of danger to administer the last rites of the church.

The late Cardinal Hinsley, founder of the movement of the Eucharist of the Eucharist, gives a stirring sermon: "Christ alone can save the world from destruction."

Many church services, with excellent organ accompaniment, are pictured.

REMARKS

A fair picture for Eastern High through adult levels.

The work of the priest and Cardinal Hinsley's sermon are pictured well, but the Catholic services are not. The latter are not depicted at any length.

In this film we find British Catholics fighting Nazism.

UNITED STATES

Produced by the British Army Film Unit.
 Previewed at Boston University.

soundfilm

40 minutes

\$5.00 a day

SYNOPSIS

This film traces the history of America from the time of the Pilgrims to the present day. It was made for the purpose of presenting Britain's ally, the United States, to the armed forces of Britain.

An Englishman and his lady friend enter a restaurant after seeing an American gangbuster film at the cinema. The man is telling the lady that the United States has many gangsters. An American soldier, seated at a nearby table, overhears the conversation and cannot recall ever seeing a gangster. He wishes he was back in the United States, and his mind wanders to his home, family, family album and familiar surroundings.

Some of the American spots depicted are New York City, the Statue of Liberty (stressing the inscription on the base), Plymouth Rock and the Mississippi River. The Mississippi flood is pictured and there are many scenes of the cooperation of the Red Cross, the W. P. A. and the Coast Guard patrol in assisting in the evacuation of the unfortunate people who live close by the river.

There are many historic topics in this film, including George

UNITED STATES

Produced by the British Army Film Unit.
Reviewed at Boston University.

\$5.00 a day

40 minutes

Soundtrack

SYNOPSIS

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an American gangster film at the cinema. The man is telling the
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soldier, seated at a nearby table, overhears the conversation and
cannot recall ever seeing a gangster. He wishes he was back in
the United States, and his mind wanders to his home, family,
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Some of the American spots depicted are New York City, the Statue
of Liberty (inscribed the inscription on the base), Plymouth Rock
and the Mississippi River. The Mississippi flood is pictured and
there are many scenes of the cooperation of the Red Cross, the
R. P. A. and the Coast Guard Patrol in assisting in the evacuation
of the unfortunate people who live close by the river.

There are many historic topics in this film, including George

Washington in command, Thomas Jefferson and the Declaration of Independence, Abraham Lincoln during the Civil War and the westward expansion. Then we see life in the smaller towns, stressing the importance of the town meeting.

Also pictured are scenes before World War II and then Adolf Hitler and Benito Mussolini holding forth abroad. Pearl Harbor is next and all of America gets working together for maximum output. The American men are then shown marching to all parts of the world.

UTILIZATION

An excellent film for Senior High through Adult levels.

It should give the British a fine example of the American people and their customs.

It portrays the United States as the melting pot of the world.

UTILIZATION

A good film for Senior High through Adult levels.

THE WORLD AT PRAYER

Produced by Twentieth Century-Fox Film Corporation.
Previewed at Boston University.

soundfilm

10 minutes

\$1.50 a day

SYNOPSIS

This film takes us to all parts of the globe depicting various religious forms of worship.

A procession of pilgrims, priests and children are marching to the shrine in the Sacred Grotto at Lourdes. A priest blesses them as they approach. On the outskirts of a village in Bavaria, musicians play "Silent Night."

In Arabia, a muezzin calls the faithful to prayer. Desert tribesmen bow toward Mecca. Crowds stand by a roadside in India to watch a Juggernaut procession pass by. To the beat of cymbals a procession of Buddhist priests moves along a street in Japan, finally entering the temple.

The North American Indians enact a ceremonial dance of their tribes; then a church on Fifth Avenue, New York City, is viewed, the interior of this church and the choir's processional.

UTILIZATION

A good film for Senior High through Adult levels.

The recording of the singing and other effects is excellent.

This picture stresses the universal urge to pray, and the solace in prayer throughout the world by many races, colors and creeds.

This film is a study in comparative religion.

Call a day

SYNOPSIS

A Roman Catholic, a Protestant and a Jewish child are playing together on an American shore but across the Atlantic there is no such peaceful scene. Over there not only racial but political and social strife has divided the minority groups. Dictatorships have developed a religious intolerance which has spread alarmingly throughout the United States, in spite of the efforts of the United Nations to bring about a greater understanding and cooperation among the various groups and people to forestall such developments. The film brings out some of the problems which are prevalent in our own country.

Charles Evans Hughes, Al Smith, Eddie Cantor, Wendell Willkie and Thomas Dewey speak for a greater understanding and cooperation on the part of all.

UTILIZATION

An excellent film suitable for Intermediate through Adult levels.

This picture makes a strong appeal to end all racial and religious intolerance. It is a living portrayal of friendship and understanding, brought about by members of the National Conference of

WORLD WE WANT TO LIVE IN

Available from the National Conference of Christians and Jews
 Previewed at Boston University

soundfilm

10 minutes

\$1.50 a day

SYNOPSIS

A Roman Catholic, a Protestant and a Jewish child are playing together on an American shore but across the Atlantic there is no such peaceful scene. Over there not only religious but political and social rights are denied the minority groups. Dictatorships have developed a religious intolerance which has spread alarmingly throughout the United States, in spite of influential groups and people to forestall such developments. The film brings out some of the intolerances which are prevalent in our own country.

Charles Evans Hughes, Al Smith, Eddie Cantor, Wendell Willkie and Thomas Dewey speak for a greater understanding and cooperation on the part of all.

UTILIZATION

An excellent film suitable for Intermediate through Adult levels.

This picture makes a strong appeal to end all racial and religious intolerance. It is a living portrayal of friendliness and understanding, brought about by methods of the National Conference of

Christians and Jews for combatting intolerance.

CHAPTER IV

SUMMARY AND CONCLUSION

The operator at Boston University Visual Education Center aided greatly in enabling the writer to preview selections of the foregoing films: the eighth, I am An American, was shown at the South Station Theater; the third, Army Chaplain, at the Wholesome Film Service; 80 Malrose Street, Boston, Massachusetts.

Many people interviewed claim there is no call for this type film by schools, clubs, etc. Theater operators find that their audience is not keenly in touch with these films, and therefore shy away from screening them.

The difficult part of this service paper was to find an agency to show the films which were selected as aiding the presentation of inter-group goodwill.

The following films, selected only by annotations in Service Film Catalogue, seem well enough to be worthy of previewing to add to the film list already evaluated.

And So They Live

As Our Boyhood Is

Black Legion: foreigner
violence

Cardboard

The Doctor's Son

CHAPTER IV

SUMMARY AND CONCLUSION

The operator at Boston University Visual Education Center aided greatly in enabling the writer to preview nineteen of the foregoing films: the eighth, I Am An American, was seen at the South Station Theater; the third, Army Chaplain, at the Wholesome Film Service; 20 Melrose Street, Boston, Massachusetts.

Many people interviewed claim there is no call for this type film by schools, clubs, etc. Theater operators find that their audiences do not take kindly to these films, and therefore shy away from screening them.

The difficult part of this service paper was to find an agency to show the films which were selected as aiding the promotion of inter-group goodwill.

The following films, selected only by annotations in various film catalogues, read well enough to be worthy of previewing to add to the film list already evaluated.

And So They Live

As Our Boyhood Is

Black Legion: foreigner
 violence

Bordertown

The Cantor's Son

The Children Must Learn
Common Cause
Conference at Yellow Springs
Crisis - The Nazi Way
Divide and Conquer
Everywhere In The World
Fellow Americans
Fighting Americans
Fury: lynching
governor
trial

Iceland On The Prairies
Jeanes Teacher And Her Work
Know Your Ally - Britain
Lamp And The Sword
Land Of The Free
Life Of Emile Zola
Linked in Freedom's Cause
New Americans
Remnants Of Frontier Life
Towards Unity
Watchtower Over Tomorrow
We Are All Brothers
Weapon Of War
You Can't Eat Tobacco

SOURCES FOR FILMS

A-I, Films

1800 Broadway, New York, N. Y.

American Friends of the Hebrew University, Inc.
10 E. 40th Street, New York

Artline Pictures, Inc.
723 Seventh Avenue, New York

Bell & Howell Co.
30 Rockefeller Plaza, New York 20, N. Y.

B'nai B'rith Youth Organization
Circulating Film Library, 1740 K Street, Washington 5, D. C.

Brudon Films, Inc.
1800 Broadway, New York 23, N. Y.

British Information Services
30 Rockefeller Plaza, New York 20, N. Y.

SOURCES FOR FILMS

Cinema Studios Inc.
36 W 30th Street, New York, N. Y.

College Film Center
84 E. Randolph Street, Chicago, Ill.

Federation of Jewish Philanthropies of New York
41 E 67th Street, N. Y.

Federation of Polish Jews in America
225 West 58th Street, N. Y.

Films, Inc.
350 W 42nd Street, N. Y.

Filmatic Corp.
12 E 40th Street, N. Y.

Gulick, Walter M.
25 W 40th Street, New York

Kodachrome
1800 Broadway, New York

Nathan Foundation, Inc.
143 Hudson Street, New York

SOURCES FOR FILMS

A. F. Films

1600 Broadway, New York, N. Y.

American Friends of the Hebrew University, Inc.

10 E. 40th Street, New York

Artkino Pictures, Inc.

723 Seventh Avenue, New York

Bell & Howell Co.

30 Rockefeller Plaza, New York 20, N. Y.

B'nai B'rith Youth Organization

Circulating Film Library, 1746 M Street, Washington 6, D. C.

Brandon Films, Inc.

1600 Broadway, New York 23, N. Y.

British Information Services

30 Rockefeller Plaza, New York 20, N. Y.

Cinema Studios Inc.

36 W 25th Street, New York, N. Y.

College Film Center

84 E. Randolph Street, Chicago, Ill.

Federation of Jewish Philanthropies of New York

71 W 47th Street, N. Y.

Federation of Polish Jews in America

225 West 34th Street, N. Y.

Films, Inc.

330 W 42nd Street, N. Y.

Filmedia Corp.

12 E 44th Street, N. Y.

Gutlohn, Walter M.

25 W 45th Street, New York

Hadassah

1860 Broadway, New York

Harmon Foundation, Inc.

140 Nassau Street, New York

Hebrew Educator's Com. for Labor Palestine
45 E 17th Street, New York

Horizon Films
232 W 14 th Street, New York

Ideal Pictures Corp.
28-34 E 8th Street, Chicago 5, Ill.

Institutional Cinema Service
1560 Broadway, New York

Jewish American Film Co.
723 Seventh Avenue, New York

Jewish National Fund
41 E 42nd Street, New York

March of Time
369 Lexington Avenue, New York

Mogull's
68 W 48th Street, New York

National Conference of Christians and Jews
381 Fourth Avenue, New York

National Film Service
424 Madison Avenue, New York

National Jewish Welfare Board
145 E 32nd Street, New York

National Labor Com. for Palestine
45 E 17th Street, New York 3, N. Y.

National Refugee Service
105 Nassau Street, New York

New York University Film Library
71 Washington Square, South, New York

Pioneer Women's Organization for Palestine
45 E 17th Street, New York

Religious Film Assoc.
11 W 42nd Street, New York

State Dept., Div. of Info.
Washington, D. C.

United Palestine Appeal
41 E 42nd Street, New York

U. S. O.
350 -- 5th Avenue, New York

Wilding Picture Productions, Inc.
1345 Argyle Street, Chicago, Ill.

YMCA Motion Picture Bureau
347 Madison Avenue, New York

Zionist Organization of America
41 E 42nd Street, New York

United Nations Appeal
41 E 4th Street, New York

U. S. O.
350 -- 5th Avenue, New York

Whiting Picture Productions, Inc.
1845 Artye Street, Chicago, Ill.

YETA Motion Picture Bureau
343 Madison Avenue, New York

Scientific Organization of America
41 E 4th Street, New York

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AUG 7 1958		
NOV 24 1958		
AUG 11 1959		

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Doherty, M.F.
1947
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the films

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